

CECILIO DIMAS: As you think about, like, your top three classroom management routines that you use for building classroom and sustaining classroom culture, what would you say some of them might be?

ANTOINETTE VILLARIN: Definitely the turn-and-talk. Like, this class loves to talk, so it was actually really surprising when I told them, "Okay, start part one and I'd like you to start," and everyone was quietly working. And for me, that was uncomfortable because I'm used to them, like, checking in, but they were drawing it. But I think it's just because of the task. You were graphing points and it was just kind of a quiet activity. So really forcing them to like, "Okay, you need to put your pencil down and I really need you to share with your partner," doing that. So, the turn-and-talk is important, I think. Adding the purpose and then also a product of like, what I want you to do when you talk, I think makes it very explicit for them.

One of the other things is making sure that you're listening when others are speaking. I find that very important, especially in a class where they love talking over each other. So, like, when somebody's up here sharing, that everybody's listening and attentive. Asking questions. And that, I think about -- like, I mean, when you do a lesson and you think: "In hindsight, I should've asked if anybody could rephrase like what students were doing as they got to the board, or what -- what questions might you have for somebody," but again, pacing for me is always a struggle. And then I think about kind of the talk moves that I can have them do to kind of rephrase what they're hearing. I wish I had done that a little more in it. But those are some too. And then the Three Reads is one that I really love, especially with -- with the tasks that we have that are very text-heavy, and um, are just like interesting problems to do. Yeah.

CECILIO DIMAS: I also think the modification you made by creating the document sheet ...

ANTOINETTE VILLARIN: Oh, yes.

CECILIO DIMAS: ... extra document for capturing their ideas along the way, with the Three Reads protocol. But also having a space with outlines for them to record their ideas at the very end of the lesson. I think that that was a really powerful way for them to make their thinking and learning visible to themselves and also to others.

ANTOINETTE VILLARIN: And to others. Yeah, and that with the -- I went back and forth because, oftentimes, I'll just give them a piece, a blank piece of paper. Other times, I'll give them something with a little bit more structure, but I did wanna record all their Three Read questions, because I knew I wasn't gonna have time to capture all of it. So, it was just a way for me to later see what were some of the other questions that students came up with, because when we do finish this task, I hope to put some of those questions up that I didn't get others to share, and then maybe explore those if there's time, kind of thing. But it's all with the justification goal that we had for the class. Yeah.

CECILIO DIMAS: So, if you ... Um, in conclusion, if you were to -- if we were able to travel in time, back in time ...

ANTOINETTE VILLARIN: [laughs]

CECILIO DIMAS: ... and you were to talk to yourself two hours ago ...

ANTOINETTE VILLARIN: Uh-huh?

CECILIO DIMAS: Um, what would be some things that you would tell yourself, um ...

ANTOINETTE VILLARIN: The experience?

CECILIO DIMAS: About the experience?

ANTOINETTE VILLARIN: I'd say like, as always, every day, that, be ready for surprises and be ready for the anticipation. I think some of the strategies -- like, one of the strategies that the students came up with I didn't even think about. I was making a mental note, just for myself, like, I think, "They'll use the slope, I think some students will measure and cut in half," but for them to actually find the length using Pythagorean theorem and then convert it -- I loved that they did that, but that wasn't something I was ready for. So, I think just be flexible ...

CECILIO DIMAS: Uh-huh.

ANTOINETTE VILLARIN: Be ready, and be okay with stopping in the middle, because I did have visions of at least ending the class with passing out, um, part two, and having them explore part two, but we didn't even get to that, um, kind of thing. And be okay with maybe not getting to everything, would be my advice from two hours ago. [laughs]

CECILIO DIMAS: [laughs] I think you did a wonderful job of anticipating, um, in that there are -- and navigating that flexibility.

ANTOINETTE VILLARIN: Uh-huh.

CECILIO DIMAS: And also, with going at the speed of learning.

ANTOINETTE VILLARIN: Uh-huh.

CECILIO DIMAS: I know that's something David Foster has talked about --

ANTOINETTE VILLARIN: Yeah.

CECILIO DIMAS: And others have talked about, like going at the speed of learning. And so, you were really honoring the pace of where they were at and you -- you still pushed them to think individually, to collaborate with others, to do whole-group debriefs, so there are many great teacher moves that were -- that you executed throughout the lesson.

ANTOINETTE VILLARIN: [laughs]

CECILIO DIMAS: So, we're very thankful --

ANTOINETTE VILLARIN: Thank you!

CECILIO DIMAS: -- that you opened up your classroom and practiced with us.

ANTOINETTE VILLARIN: Thank you!

CECILIO DIMAS: And we look forward to continued collaboration.

ANTOINETTE VILLARIN: Thank you, Cecilio. [laughs]

CECILIO DIMAS: Thank you.